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ABSTRACT

The last ten years have witnessed a nationwide proliferation of courses and programs in public relations. Consideration of the role and function of the introductory course in public relations involves the course's objectives, the methods used to teach it, and placing the course in a curricular setting so that its interrelationship with other courses in a public relations sequence may be understood. The public relations sequence at the University of Alabama is incorporated within the Department of Communication Studies that is part of the School of Humanities. The Principles course is offered in the context of a major urban university and enrollment in the course reflects that setting. Approximately 75% of the students are of traditional college age. The remaining one-fourth of the enrollment is made up of nontraditional students. This diversity creates a stimulating teaching environment. The course emphasizes the evolution and application of public relations theory. Grunig and Hunt are used as the text basis for instruction, and students are required to do a major research paper. In a followup survey conducted after the students completed the next course in the sequence, nearly 90% indicated that the theory they had learned was valuable. (Appendixes include a course syllabus and guidelines for a journal). (DF)

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THE BASIC PUBLIC RELATIONS COURSE:
A PEDAGOGICAL PERSPECTIVE

by

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Southern Speech Communication Association

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Over six decades have passed since Edward L. Bernays taught the first university-level course in public relations (292). In those sixty-two years academic instruction in public relations has gone from an isolated course taught on an irregular basis, to systemized curricula offering undergraduates the opportunity to both major and minor in public relations. The last ten years in particular have witnessed a nationwide proliferation of courses and programs in public relations, many reflecting the recommendations of the Committee on Public Relations Education, others developed ad hoc to respond to felt student needs or to get on the bandwagon of popular interest in communications in general and public relations in particular. Whatever the intent of or motivation for public relations instruction, anecdotal evidence and informal polling indicate that student enrollment in public relations courses is probably at an all-time high. During this period of growth, there has been precious little information available to public relations educators about curricula, course structures and pedagogy as they relate to public relations education. What information that has been available has come largely through informal sources, collegial exchange and delayed feedback from prospective and actual employers of graduates of public relations programs. This situation stands in stark contrast with other communications based courses and curricula. For example, the traditional course in public speaking has become fairly standardized. Despite a plethora of textbooks and a wide variety of instructor based emphases, there appears to be a reasonably broad-based consensus concerning what the course is about and what it should accomplish.

There are any number of factors which have contributed to this consensus, but one of the major contributors has to be the attention the teaching profession has given to sharing ideas, methods and approaches to teaching the basic public speaking course. Programs have been sponsored at national and regional communication conventions, papers have been published and an attitude of colloquy has emerged.

Undoubtedly students are better served when educators are in approximate agreement about course and curriculum intents, purposes and desired outcomes. Consequently, it is the intent of this paper to offer one person's view of the role and function of the introductory course in public relations. Specifically I propose to examine the course's objectives, discuss methods used to teach it, and to place the course in a curricular setting so that its interrelationship with other courses in a public relations sequence may be understood. The purpose of such a discussion is not to argue for a specific approach, nor is it to necessarily denigrate other views of the basic public relations course. Rather the intent is to go on record with a defended rationale of what is being done in one public relations sequence, because the first step toward a broadly held consensus is understanding what is presently being done. Only then, with an awareness of what is, can we, as public relations educators, discuss intelligently what ought to be.

CURRICULAR CONTEXT:

The public relations sequence is housed within a Department of Communication Studies consisting of degree programs in Communication

Arts and Mass Communication. The department in turn is located in the School of Humanities. Under the rubric of Mass Communication, three degree concentrations of 35 semester hours each are available. Students may concentrate in Public Relations, or Journalism, or Broadcasting. The concentration in Public Relations requires the student to take Introduction to Mass Communication, Basic Newswriting, Mass Media Law, Feature Writing, Mass Media Research Seminar, and three courses in a dedicated, ordered public relations sequence: Public Relations Principles (the introductory or basic course), Public Relations Methods I, and Public Relations Campaigns. In addition each major is required to complete at least one internship experience consisting of 175-200 hours work for an approved employer. The Introduction to Mass Communication and Basic Newswriting courses are prerequisites for the PR Principles course. The remainder of the major is completed by selecting nine semester hours under advisement. Altogether in any given year about 75-80 students are declared majors in public relations, and there are approximately 15-20 minors.

As the Principles course is situated within the curriculum, it is part of a preprofessional sequence and not really designed for or tailored to the interests of non-majors or non-minors. Enrollment in the course is restricted to a maximum of thirty students. These operational "givens" have heavily influenced the development of the course, refined its objectives and focused its requirements.

STUDENT PROFILES:

The Principles course is offered in the context of a major urban university and enrollment in the course reflects that setting. Approximately 75% of the students are of traditional college age, 18-22, but nearly 90% of them work at least 20 hours per week and many are employed full time. None are residential students. The remaining fourth of the enrollment is made up of non-traditional students. The largest component of this group is women returning to college after child-bearing or divorce. A much smaller group of full time employed married men comprise the next largest segment. The remainder is made up of liberal arts graduates looking to improve their employability and occasionally an entry-level public relations practitioner in search of a degree for purposes of promotion or mobility in the job market. This diversity creates a stimulating and challenging teaching environment characterized by wide ranges in skills, maturity and experience. One characteristic is shared by nearly all of the students -- an intense pragmatic orientation toward getting a job in public relations.

COURSE PHILOSOPHY

In 1981 the department decided that the entire public relations curriculum needed to be examined and rethought. Student complaints that the courses were all the same was the major motivating factor behind the decision. Three major efforts were undertaken as part of the revision process. Systematic contact with major employers of public relations personnel was made. Employers were asked to identify skills and knowledge areas they looked for in hiring employees. Public relations

professionals who had teaching experience were asked for course suggestions, and finally the literature concerning public relations education was researched. These external efforts were augmented by discussions with other college and university teachers of public relations. As a result a variety of suggestions were received; many were reflected in the revised curriculum; many were rejected. The controlling criterion for acceptance and rejection was the pervasive view of the department that public relations could and should be taught in a context reflecting the department's location in a School of Humanities and its roots in rhetorical traditions. It was also decided that such a commitment to humanistic values and traditions was not incompatible with the best that the social sciences had to offer to the public relations student.

These decisions had an immediate impact upon the philosophy, structure and content of the Principles course. The major change can best be described as a shift from a course about PR to a course in PR. The approach that combined a parade of practitioners telling war stories with a cursory reading of Newsom and Scott or Cutlip and Center was rejected in favor of one emphasizing the evolution and application of public relations theory. Doing PR was to be part of subsequent courses and experiences. The premise behind a theoretical emphasis is that application of PR tools devoid of a theoretical base is at best a random hit or miss proposition analogous to teaching surgery without a course in anatomy.

COURSE CONTENT

Deciding to emphasize theory in the basic course was infinitely easier than accomplishing it. Many of the texts designed for the introductory course were aggressively antitheoretical. For example, Aronoff and Baskin modestly proclaim to "have created a new standard in the field" in the preface to their text (xvii). Yet, despite this claim, the word theory doesn't even appear in the preface, and only appears as a sublisting in the index under "Communication: 'common sense' theories" (460). Seitel writes in the preface to his second edition, "While the first edition deemphasized theory, this book examines more closely the philosophical underpinnings that make public relations so relevant to today's society." (vi). The teacher looking for these theoretical underpinnings will have an arduous search. The word theory appears nowhere in either the table of contents or the index. Seitel's later comment that the book is "not too theoretically ponderous" is certainly confirmed (vi).

The above examples are illustrative of a pervasive defect in the textbooks in the field. Generally speaking they are devoid of genuine theoretical groundings. Instead there is an implicit theory of the utile -- what has worked before in similar situations should work again with appropriate modifications. Even Cutlip and Center and Newsom and Scott, despite their laudatory emphasis on the research function in public relations, are skimpy in their treatment of theory. The needs for social science research methods are stressed; the methods of such research are reasonably well explained; the purposes and ends of such

research are clearly developed. But a theory which binds these activities together, which relates them to what we know about mass communication effects and persuasion theories, is largely absent. The pragmatic focus of day-to-day public relations activities predominates, and the guidance provided by solid theory is lost. In its place a litany of public relations' successes and failures is used to provide a type of practical guidance for the would-be practitioner. None of these criticisms should be interpreted as disparaging the very real and significant contributions to public relations pedagogy that both texts offer. The emphasis on scientific methods of research and evaluation was needed, is needed, in a profession still too frequently characterized by seat-of-the-pants judgments and clipping book evaluations. Moreover, the tremendous service provided to educators by bringing together the disparate practices of the profession and organizing them into teachable and understandable units cannot be overemphasized. But it is one thing to understand what the profession is and does and quite another to probe what it can and ought to do.

As a consequence, even though Cutlip and Center was adopted as the text for the course, significant amounts of outside reading were required of the students. Appropriate articles from a variety of journals and selected readings from books dealing with both mass communication theory and persuasion theory were used to augment the text. Special emphasis was placed on "Uses and Gratifications" and "Agenda Setting" theory. Moreover, majors were encouraged to use their electives to select courses in both persuasion and argumentation. It

was believed that persuasion theory, combined with the analytical skills in structuring and selecting arguments, would provide a meaningful addition to the learning provided in the sequence of public relations courses.

However, with the appearance of Grunig and Hunt's text in the spring of 1984 a much more solid theoretical base tied to the practice of public relations became available. The text provides at least three distinctive contributions to the discipline. First, the use of systems theory to account for both the internal and external operations of public relations within an organization provides both an explanatory and projective tool whereby to analyze case studies. Second, the enriched development of their four models of public relations activity allows an explanation for the evolution of the profession simultaneous with a rationale for those organizations whose environment, internal structure and history are reflected in the predominant model of their public relations activities.

Third, Grunig and Hunt's use of the concept of linkages combined with their theory of situational identification of publics provides a most useful teaching tool and analytical model for student use. Taken collectively chapters five through nine offer a reasonably comprehensive integration of management, systems, communication and public relations theory. From a teaching standpoint such integration affords both an opportunity and a challenge.

The challenge lies in making theoretical material come alive to pragmatic students; the opportunity lies in demonstrating that good

theory is always eminently practical.

One of the methods used to respond to both challenge and opportunity in the Principles class is to assign students the task of doing a PR journal. This journal consists of examples of public relations work gleaned by the students from the mass media, pamphlets, brochures, employee magazines, annual reports, etc. The student is required to write a detailed analysis of each piece in which s/he determines which PR function is being attempted by the piece (service/product promotion, fundraising, lobbying, membership drives, etc.), which model of PR activity is being employed (publicity, public information, two-way asymmetrical, two-way symmetric), what PR problem/opportunity gave rise to the piece, and to classify the nature of the public being communicated with (latent/aware, constrained/unconstrained, involved/uninvolved). Given the preceding analysis, the student is then asked to evaluate the piece in terms of its effectiveness given the channel the piece used and the content/graphics elements of the piece itself. Throughout the journal they are required to justify by reasoning and evidence their use of categories and evaluations. To avoid repetitious use of similar kinds of pieces, the students are required to find examples employing each of the four models involving at least five different PR functions. Nine pieces are required. This particular assignment provides important feedback to the instructor on how well s/he has succeeded in explaining the theories involved. Moreover, it affords the chance to monitor all-important writing, reasoning and analytical abilities. Each journal

...culously graded from both a content and grammatical perspective. Each student is given an audio cassette which contains the instructor's appraisal and suggestions for improvement of entry in the journal. The use of the audio cassettes is universally acclaimed by the students who express the belief that is a highly effective means of improving their writing and understanding of the theories involved and their applications.

The process is reinforced by using Grunig and Hunt's schema as a device for studying case examples in class. Students become particularly sensitive to the needs for research before undertaking a public relations campaign and as a means of on-going and final evaluation of the campaign. Ethical questions are discussed within both a moral and theoretical framework. Students perceive that ethical public relations can be justified not only on the basis of conscience, but pragmatically and theoretically as well. This process, some of which is ongoing throughout the semester, takes about 70% of the available class time. The remaining 30% is devoted to examining the practice of public relations in a variety of contexts.

The treatment afforded the practice of public relations is probably fairly traditional. Although Grunig and Hunt are used as the text basis for instruction, their coverage is neither as strong nor as insightful as that of Cutlip and Center or Newsom and Scott. The particularly cogent examples that both of the latter texts offer are far superior to the briefer, less instructive instances cited by Grunig and Hunt. Unfortunately, the economics of textbook buying preclude requiring

students to purchase two major texts so that the instructor might have the best of both worlds. Occasional use of outside professionals is made during this portion of the course, but the focus of this section is primarily an application of the theories in so-called real-world contexts.

Ideas emerging from this focus frequently serve as the inspiration for the last remaining major class assignment, a term paper. Students are required to do a major research paper which may take any of a number of approaches. They may investigate a legal or ethical issue confronting the profession; they may determine how a specific organization or industry conducts its public relations; or they may search for a solution to a significant public relations problem. Although no specific number of pages is required and no minimum number of sources is mandated, each student is expected to avail himself of at least four different kinds of sources (books, magazines, journals, interviews, newspapers, government documents, etc.). As in the case of the journal, audio cassette tapes accompany the graded term paper. For both the journal and term paper a net grade below a C mandates a rewrite which must incorporate the instructor's criticisms and suggestions.

There are several justifications for the term paper assignment other than meeting the instructors' neurotic needs to express intellectual sadism. First of all, students are told that their chosen profession has a real-world counterpart of the term paper --- the backgrounder. Secondly, the profession's demands that students write and write some more are given some force. Equally important is the fact

that the assignment provides still another opportunity for the student to integrate theory into his/her understanding of public relations. Finally, the requirement of the research itself reinforces the necessity for acquiring library skills and a research oriented attitude toward the profession.

Each of the instructors involved in teaching the basic course requires a midterm and final examination, each of which mixes short answer and essay questions. In addition quizzes over assigned readings are given with varying degrees of regularity.

CONCLUSION

The course as described using Grunig and Hunt has been operating for four semesters. During that time approximately 75 students have taken it. A variety of evaluation techniques have been used to assess both student reaction and understanding of the course purpose as well as subject matter. Not surprisingly, there has been some resistance to the theoretical material when students have been asked to evaluate course content. A little less than 20% of the students indicated that there was too much theory in the course and not enough practical material. Also not surprising was the fact that the dissatisfaction was lodged primarily among those students at the end of the grades' queue. About one-third of the students rated the mix between theory and practical material on the positive side of the five-point scale used for the evaluation. They tended to be the A and B+ students. The rest of the students rated the mix at the midpoint of the scale. What was

pleasantly surprising to the instructors was a follow-up survey conducted after the students completed the next course in the public relations sequence, PR Methods I (an intensive writing, planning, doing course using a hypothetical scenario as a base for the assignments). The students were asked to reassess their experience in the Principles class based on what they needed to know and what they had experienced in Methods I. Nearly 90% of the students indicated that the theory they had learned was highly valuable, and that the mix between theory and practice was desirable. What was even more rewarding were the unsolicited comments from the professionals who had supervised students during their internships which followed Methods I. Frankly, we had come to expect praise for the interns' abilities to write, their maturity and professionalism. What came as a delightful surprise were the comments relating to the students' analytical skills, their ability to focus in on and design messages for specific publics, and their understanding of the communication process. Two letters in particular attest to the bottom line value of good theory. The professionals, both middle managers in their organizations, cited specific instances where the intern had saved them money by pointing out that the format and channel of their messages to a public assumed that the public was an aware one, when the program was supposed to reach a latent public. These are minor triumphs to be sure, but they provide the kind of visceral confirmation needed to continue to explore and develop the central thesis behind the course and curriculum.

Each time the course is taught it changes and evolves, but the

commitment to a course based largely in teaching public relations theory and using it to develop analytical skills in students remains the criterion by which all proposed changes are evaluated.

Several weaknesses in the course are apparent. First, the course does not serve the purposes of, for example, a business major trying to find out about the public relations function in businesses. Second, there is very little opportunity for the students to get classroom exposure to the role models and experience provided by those courses which feature frequent presentations by practitioners. Third, its rigor and theoretical emphasis tend to discourage the student who might become or stay a major if the course were more immediately involved in doing public relations. A number of ideas are being discussed in the department to remedy some of these shortcomings.

One proposal is to create a parallel course to the Introduction to Mass Communication course entitled Introduction to Public Communication. Such a course might serve two major functions. It could act as a course which would introduce what both public relations and political communication are about, thereby serving the needs of those students who want a general rather than a preprofessional understanding of both disciplines. Secondly, it might serve to attract the latent major or minor who has never considered a career in public relations because of limited or no exposure to it.

In another effort to garner the values of student exposure to public relations professionals, instructors encourage and reward students who are active and attend chapter meetings of the PRSSA. This

has proved highly successful in augmenting the curricular deficiencies in the basic course.

Of course, there is no one way to approach the education of professionals in a field as diverse as public relations. Undoubtedly the recently formed public relations education task force under the auspices of AEJMC will emerge with new ideas after soliciting a variety of inputs. It is vital that those educators whose backgrounds and professional inclinations make them more comfortable in the various Speech Communication Associations provide their perspectives into that process. There can be a link between the humanistic traditions of our field, the communication sciences and public relations education. The course described above is but one example of how that link may be forged.

APPENDIX A

MC 365 PR PRINCIPLES

TEXT: Managing Public Relations by Grunig and Hunt

INSTRUCTOR: John W. Wittig

OFFICE: HUM. 418

PHONES: 934-8917, 934-3877 (O)

871-6914 (H)

COURSE OBJECTIVES

This is the first course in a professional sequence designed to educate the entry-level practitioner. As a consequence the course is designed to fill a number of objectives. The first of these is to provide the student with an understanding of the functions and roles of public relations in the context of a technologically advanced, mass mediated society operating within the democratic traditions of our country. Secondly, the course will spend a significant amount of time in probing the theoretical constructs of public relations in a variety of organizational settings as modified by organizational objectives and attitudes. Therefore the student should expect to become knowledgeable in and conversant about a variety of PR theories, the history and practice of the profession, and analytically able to discern and categorize publics in order to be able to determine what an organization's behavior toward a given public ought to be. THIS IS NOT

A COURSE ABOUT PR; IT IS A COURSE IN PR.

COURSE REQUIREMENTS

Each student is expected to come to class prepared to actively engage in a discussion of the assigned readings. Quizzes will be used unsparingly to encourage adequate preparation for class. Quizzes will consist of short answer type questions: True/False; Multiple Guess; Identification; Definition; and/or Discussion. All quizzes will be graded and returned to you at the next class. Quizzes will be administered at the very start of class,, and you'll have 5 to 10 minutes to complete them. (As the more astute of you have undoubtedly surmised, coming late to class can significantly reduce the time available for your quiz, or eliminate it altogether.) ALL STUDENTS ARE REQUIRED TO TAKE ALL EXAMS. If you should become ill or have an emergency which prevents your coming to class, it is your responsibility to notify me NO LATER than 15 mintes prior to class. NO EXCUSE AFTER THE FACT IS ACCEPTABLE! Any missed exams must be made up prior to your return to class. IT IS YOUR RESPONSIBILITY TO MAKE ARRANGEMENTS WITH ME TO MAKE UP YOUR MISSED EXAM. You are also responsible for all work missed in class -- but that responsibility needs to be exercised with other students. I don't get paid for reruns. MISSED EXAMS WILL BE AVERAGED AS 0's. In other words, the expectations of your instructor are that you will approach your work in this clas with the same commitment to professionalism as you would in your work as a PR professional. Your quiz grades will constitute 20% of your grade in the course.

JOURNAL

Each student is expected to keep a PR Journal, a loose leaf notebook containing clippings and/or xerox copies of PR materials gleaned from the mass media or other appropriate outlets. You will receive a special handout on the Journal; it is worth 20% of your final grade.

TERM PAPER

Each student is required to produce a meaningful research paper dealing with some element of PR. General topic areas include, but are not limited to the following: how PR is done in a given industry or company; cross comparisons of types of PR activities; specialized PR functions (employee PR; fund raising; financial PR; etc); legal or ethical aspects of PR; theoretical analysis of an organization's PR behavior. There will be an additional handout on the term paper. The term paper will count 20% of your final grade.

EXAMS

There will be both a midterm and a final in this class. The midterm will cover lecture and text dealing with chapters 1-8. The final will either be comprehensive (depending upon the class' performance on the midterm) or will cover lecture and text book chapters 9-18. Each exam will constitute 15% of your final grade. A variety of question options will be used.

CLASS PARTICIPATION

PR as a field depends heavily upon written and oral communication skills. You are expected to TALK in class, to ask questions when you do not understand or fail to hear something, to participate in discussions, etc. I will evaluate your contributions over the course of the semester, and that evaluation is worth 10% of your final grade.

WRITING

Since the English 101-102 sequence and MC 106 are prerequisites for this course, it is assumed that each of you can read and write without error in English. Therefore a series of penalties are imposed for deviations from that expectation. (Corrections on all typed work may be made in pen using standard editorial markings.) Deductions for errors will be made on the following basis:

Misspelled words or uncorrected typos (Sp) = -3

Subject-verb disagreement (S/V) = -5

Word missing (WM) = -3

Wrong word (WW) = -3

Punctuation error (P) = -1

Comma splice or Run-on sentence (R/O) = -5

Misused preposition (Prep) = -2

Lack of parallel structure (Not //) = -2

Garbled syntax (Syn) = -3

Awkward phrasing (Awk) = -3

Unclear pronoun antecedent (Ant) = -3

Disagreement between pronoun case or number (Dis) = -3

Misuse of media and medium (Media) = -5

Various other mistakes = various points

Both the journal and the term paper must be typed. If you know the alphabet and can pick your nose, you can type; hiring a typist does not relieve you of the responsibility for the final product.

FINAL COMMENTS

This is a challenging class. The readings are not easy, but they are chock-full of valuable data and ideas. If it is your plan to play games -- figure out how to beat the system -- in this course, you are making a fatal mistake. If you sincerely want or need help -- academically, professionally, or personally -- I am always available and delighted to be of assistance. But I will not spoon-feed you, nor will I give you praise for doing what is expected of you. Neither will I lie to you. I DO NOT use false fear tactics, nor do I use phoney-baloney praise to motivate you. This is your life, your career -- if that doesn't motivate you, you don't belong in this class.

You should be giving serious thought to becoming active in UAB-PRCA/PRSSA. I will provide no employment recommendations to majors or minors who are not active in these organizations.

APPENDIX B

MC 365 - PR JOURNAL

PURPOSE

The rationale behind this assignment is to provide the student with the opportunity to demonstrate both analytical and writing skills in the context of real-world PR activities. The journal should provide evidence that the student can successfully identify the products of PR practitioners, place such products into their implicit theoretical contexts, relate the products to the PR function being attempted, deduce the PR "problem" or "opportunity" being confronted by the piece, and ascertain the strengths and weaknesses of the piece in terms of function, problem, theory and execution.

PROCEDURE

Your job is to comb the print mass media, pamphlets, brochures, house organs to find examples of PR work. Your journal should consist of at least nine (9) different pieces representing at least five different PR functions. For purposes of this assignment, PR functions are defined as: publicity; fund raising; membership drives; lobbying; public opinion research; press agency; product promotion; public/community affairs; special event management; employee PR; advocacy advertising; and financial PR. That gives you a list of twelve functions from which to choose. In addition you should be able to find within those nine pieces

examples of each of the four models of PR activity: the press agent/publicity model; the public information model; the two-way asymmetric model; and the two-way symmetric model. Consequently, each entry should consist of an identification of EACH of the following:

- 1) The PR function attempted by the piece,
- 2) The PR model being used,
- 3) The PR problem being confronted,
- 4) The public being addressed,
- 5) The nature of the linkage of the public to the organization.
- 6) Classifying the public according to levels of problem facing behavior,, degrees of involvement, and information behavior.
- 7) An assessment of the effectiveness of the piece given 1-6 above.
- 8) An assessment of the execution of the piece, e.g., writing style, graphics, layout and design, choice of medium, etc.
- 9) Each piece should be either Xeroxed or be in original form, identified by medium, date (where appropriate), and place found.
- 10) Each piece and your analysis of it should be incorporated firmly within a three-hole loose leaf notebook.

EVALUATION

Your grade will be based upon a number of criteria:

- 1) The adequacy and variety of pieces selected.
- 2) The reasoning and evidence you use to support your categorizations, evaluations, and conclusions as well as the accuracy of such.
- 3) Your writing, including the deduction system mentioned in your

syllabus.

FRIENDLY ADVICE

As is true of so many human activities, the key to success is adequate preparation and budgeting of time. This is NOT an assignment that can be successfully done either the night or the weekend before it's due. You should start to accumulate pieces NOW, even though you probably don't know enough yet to write intelligently about them. As the course moves into covering the material you need to understand in order to analyze the pieces, you should start rough-drafting your entries. BE SURE TO LEAVE YOURSELF ENOUGH TIME TO ADEQUATELY EDIT AND PROOFREAD YOUR WORK!!! It is intrinsically stupid to spend a lot of time gathering pieces, thinking about them, and then to blow your grade through a combination of sloppy writing and careless editing. Let me add, by way of emphasis, that in the past about 1/3 of your predecessors have flunked this assignment simply because they think that the above advice doesn't apply to them. ALL NET GRADES BELOW 70 WILL REQUIRE THE JOURNAL TO BE REWRITTEN AND THE GRADES FOR THE TWO "EFFORTS" TO BE AVERAGED. If you have questions about the appropriateness of a piece, feel free to discuss them with me during office hours.

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